

## **Supplemental Educational Services Process**

### **Updated July 2008**

Schools in their second or subsequent year of school improvement must offer to eligible (low-income) families the option of choosing a Supplemental Educational Services (SES) provider for tutoring outside the regular school day. Parents of eligible students must be given the opportunity to choose a provider from any of the state-approved providers serving their area.

The following steps should help clarify the process for implementing SES.

Initial steps:

1. The district will figure the amount equal to 20% of its Title I allocation that will fund the parent options of School Choice/transportation and SES. After estimating the amount needed for Choice, the remaining of that 20% (no less than 5%) will fund the SES. If the district has more than one school in improvement, that amount must be distributed equitably among all the schools in improvement, based on their enrollment numbers. The 20% amount will also be entered as a Set Aside on Step 4 of the Breakdown of Allocation (BOA) on the Consolidated Federal Programs Application.
2. If a majority of eligible families request SES services, the building allotment may not be sufficient to serve all those children eligible for free/reduced lunches. In that case, the district should focus on the lowest achieving of the low income. One way to estimate how far the funds will go is to look at the district's per pupil allocation for SES (check the "SES Per Pupil Allocation" at the SES link on our Federal Programs website: <http://dese.mo.gov/divimprove/fedprog>). For example, if the district dollar amount per child is \$1,200 and the school has set aside \$37,000 for SES, it could serve approximately 31 children.
3. If all the lowest achieving of the low-income students do not participate, the district may go back to the list of eligible students and allow other low-income children to participate. Or students could have more tutoring sessions, if needed, than what the original dollar amount per child would fund. Students may also receive tutoring in the summer, if parents request it and there are sufficient funds.

Next steps:

1. As soon as the district receives its MAP data and knows of its school improvement designation, it must notify eligible families of the SES opportunity. This notification will be done by the start of school, generally in August. Most districts will send out an initial letter and may put a notice in the local paper or on a local radio station. A follow-up parent meeting can then be held to explain more thoroughly the entire process. A sample parent letter is available at the SES link on our web site (see the Toolkit for Districts).
2. A provider fair or some venue for providers to meet with families is encouraged. This meeting will give parents a much clearer idea of the type of services offered and which provider may best help their child as well as the opportunity to ask questions of the providers.
3. The district must provide parents a complete list of providers serving their area along with a brief description of their services (available on website—cut and paste the information for your specific area of the state).
4. The district, not the provider, will give parents of eligible students an application form for SES participation (see sample on web site). Mail this application/enrollment form with your parent notification letter. Also keep some application forms in each school building in improvement for the parents' convenience (not just in central office).

5. It is allowable for districts to set a reasonable deadline for parental responses (for example, two weeks from the time parents receive the notification). If response is low, districts may allow a later sign-up date; the extended sign-up time would also provide intervention for students not needing it until after the school year has begun.
6. After parents select a provider, **the district** will negotiate details with that provider and draw up a contract for the district, provider, and parent to sign. If parents do not sign, they should still have a copy of the contract to verify expectations for all parties involved. A contract must be negotiated and signed before services can begin, but this should be done as quickly as possible so tutoring services can start in a timely manner. The contract should detail all pertinent factors, including but not limited to:
  - (1) a student attendance policy,
  - (2) how the student's learning plan with specific academic goals will be developed along with a timetable for improving achievement,
  - (3) a provision for termination of such agreement if provider is unable to meet such goals and timetables,
  - (4) a procedure for provider to regularly report student's progress to parents and classroom teacher,
  - (5) a timeline for payments for services rendered. **The hourly cost per student should be clearly stated**; a lump sum designation should not be written into the contract which would obligate the district regardless of how many students participated or how many hours of tutoring were provided.
  - (6) an assurance that provider will not disclose identity of any student eligible for, or receiving, SES without written permission of student's parents.

Under no circumstances may a provider begin services before a contract is signed by provider and school district. If a provider begins services prior to having a signed contract, the school is under no obligation to pay for those services.

7. Appropriate school staff, the provider, and parent, when possible, must develop a Student Learning Plan (SLP) for each participating student. This plan will define goals and measurable objectives specific to the needs of the individual student. The supplemental services for that child must relate to those goals, and academic progress should be evaluated by seeing if the goals in the SLP are met.
8. Families will be notified of the start date for tutoring. It would be helpful to remind them of attendance policies, etc. as designated in their provider's contract.
9. The school should give a pre-test to each participating child prior to or at the beginning of services, or it may use other recent data. At the end of services, the school should administer a post-test to measure student progress. MAP scores, if available, may be used to evaluate student progress. Progress monitoring during the period of tutoring is appropriate. The provider may also give its own pre- and post-tests, or may use the school's data to evaluate achievement gains.
10. The provider will give frequent, on-going reports to parents and the school that reflect the child's SES activities and the progress being made towards the goals in the SLP.
11. Reflective of the negotiated attendance policy, the provider should notify the school when a child is not attending the scheduled tutoring sessions. Rarely will several sessions be allowed to be missed. If a contract for one child must be cancelled, it is possible that another eligible child will be able to start services

with a provider of the parents' choosing. Verified attendance records will need to accompany invoices that the provider submits to the district when requesting payment for services.

12. Classroom teachers, parents, and students (if age appropriate) should be surveyed at end of services by the school to document effectiveness of services, noting positive results as well as any concerns. The state may request the results of this survey.

NOTE: The purpose of SES is that students needing additional assistance receive help with specific skills and curricular objectives. Because the success of these students is measured by tests and activities the students are taking and participating in during the regular school day, SES instruction must be aligned with the school's curriculum and instruction. Thus it is crucial that the providers and schools work together; **a provider should not have a stand-alone program unrelated to what the child is doing in the regular classroom.**